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DISTANCE LEARNING CENTRE

ent and teacher: Use this cover sheet for mailing or faxing.

ELA 1104

ENGLISH 10-2

Unit 3 Media Influences: Shaping My Viewpoint (Print Media)

Response Booklet 3 (September 2002)

FOR STUDENT USE ONLY

Date Submitted:

Time Spent on Unit:

(If label is missing or incorrect)

File Number:

Unit Number:

Student's Questions and Comments

Apply Label Here

Name

Address

City/Town · Province · Postal Code

Please verify that preprinted label is for
correct course and unit.

FOR ADLC USE ONLY

Batch Number:

Assigned To:

Graded By:

Grading:

Date Unit Received:

Teacher's Comments:

Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING RESPONSE BOOKLET

When you are registering for distance learning courses, you are expected to submit Response Booklets for correction regularly. Submit each Response Booklet as soon as you have completed it. Do not submit more than one Response Booklet in one subject at the same time. Before submitting your Response Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Response Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Response Booklet to the post office and have it weighed. Attach sufficient postage and seal the envelope. Response Booklets will travel faster if sufficient postage is used and if they are in envelopes that do not exceed two centimetres thickness.

FAXING

1. Response Booklets may be faxed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Response Booklets may be e-mailed to the Alberta Distance Learning Centre. Contact your teacher for the appropriate e-mail address.

English 10-2

Response Booklet 3

Advice:

Your marks on this module will be determined by your success on the assignments in this booklet. Your answers indicate your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the pertinent section notes.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the average Score of the units, the teacher has the discretion to assign a final mark based solely on the examination results.**

Our Pledge to You:

Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

CANADIAN CATALOGUING IN PUBLICATION DATA

Ray, Daniel

Jackson, Patricia

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Publisher: Alberta Distance Learning Centre

Authors: Daniel Ray

Patricia Jackson

Contributing Writers:

Keri Helgren

Chris Pethybridge

Marvin Sheets

Resource Development Editor: Margaret Barry

Teacher Editor: Donna Klemmer

Curriculum Validator: Keri Helgren, Black Gold Regional Division #18, Leduc, Alberta

Interior Design and Page Layout: Debbie Westman, Kelly Kennedy, and Cindy Schwab



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The address is as follows:

<http://www.adlc.ca>

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Unit 3: Media Influences--Print Media

Students are expected to

1. complete all assignments, including taped oral performances,
2. place a check mark or your initials in the "Completed" column in the chart below to ensure each assignment is in the Response Booklet,
3. then sign the declaration underneath the chart.

Assignment Description		Completed	Points Possible	Score
1.	Section 1: News Article Elements Quiz		5	
2.	Section 2: News Article Analysis		10	
3.	Section 3: Student Selected News Analysis		15	
4.	Section 4: Analyzing News for Slant or Bias		10	
5.	Section 5: Opinion Pieces		15	
6.	Section 8: Consumer Information Quiz		15	
7.	Print Ad Analysis		Omit	
8.	Student Ad		15	
9.	Final Section: Journals		5	
10.	Vocabulary Log		5	
11.	Mechanics Pit Stop		5	
Total Score			100	

I have checked to see that all the required assignments are completed.

(Date)

(Student's Signature)

- Please note that space for specific *Journal Entries* is included on pages 26, 27, and 28 of this Response Booklet.
- *Journal Entries 4, 5, and 8* have been omitted.

Value
5

Section 1: Reading the News

Assignment 1: Elements of a News Article

- Match the following terms with their corresponding definitions by placing the correct letter in the blank space.

a. Headline	_____ The most important information presented briefly
b. Byline	_____ Words used to describe events clearly
c. Placeline	_____ Sums up the story and catches reader's eye
d. Lead	_____ People's comments, word for word
e. Body	_____ Tells where the story happens
f. Facts	_____ Tells who wrote the article
g. Quotations	_____ True statements about events
h. Vivid language	_____ Additional information is listed
- Using your own words, restate the four tips suggested on page 71 to help you get the most from a newspaper article.
 - _____
 - _____
 - _____
 - _____

Section 2: Analyzing News Articles

Assignment 2: Completing a News Article Analysis

Complete the analysis which follows below for the news story “DNA traces teacher’s lineage back 9000 years” found on page 77 of your *Reading and Writing for Success* text.

1. What are the first three words and the last three words of the lead paragraph?

2. Complete the 5W’s +H chart below by finding answers to the questions in the news article.

Questions	Answers
Who did it?	
What happened?	
When did it happen?	
Where did it happen?	
Why did it happen?	"TV Station HTV commissioned the study"
How did it happen?	"Using DNA from a tooth"

3. Complete the body details chart begun for you below by filling in the missing information. Use your own words to explain what details are provided in paragraphs 2 and 4.

Details	Paragraph Number
	2
Significance of the discovery is explained	3
	4
Expert opinions on the findings are added as well as some background information	5

4. Does this article follow the inverted pyramid structure? Explain your response.

5. List three questions that you would like answered about this topic.

Section 3: News Sources

Assignment 3: Student Selected News Article Analysis

Attach your news article here. Use this article for both Assignment 3 and Assignment 4.

Complete the analysis that follows below for the news story that you selected.

1. Why does this article interest you?

2. What is the source of this article?

3. Complete the **5W's + H** chart by finding the answers in the article.

Questions	Answers
Who did it?	
What happened?	
When did it happen?	
Where did it happen?	
Why did it happen?	
How did it happen?	

4. Complete the body details chart below by filling in the necessary information in your own words.

Details	Paragraph Number

5. List three questions you have after reading this article.

Section 4: What's The Slant

Assignment 4: Analyzing a News Story for Slant or Bias

For this assignment, use the news article you attached to Assignment 3.

Summarize your observations and conclusions about your selected story by completing the analysis chart.

Clip out the article and any photographs and captions that go with it. Make sure to attach or enclose the article.

Loaded words	
Slant or bias	
Your Conclusions	

1. For this assignment, write your response to the question, “Do We Need Animals in Research?”, given in *Journal Entry 4*, page 18, in the Student Booklet. This does not count as one of the required *Journal Entries* for this unit.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. List the opinion statements (statements expressing preferences that cannot be proven) you have used to support your belief.

3. List the facts you have used to support your belief.

4. What additional factual information would strengthen your opinion?

Section 6: Recognizing Persuasive Techniques

* Assignments in this section are *Journal Entries*, *Vocabulary Log*, *Mechanics Pit Stop*, and *Vistas Worth Visiting*.

Section 7: Marketing to Teens

* Assignments in this section are *Journal Entries*, *Vocabulary Log*, and *Vistas Worth Visiting*.

Section 8: Informing and Persuading Consumers

Assignment 6: Consumer Information Quiz

Value
15

5

1. Complete the chart below by adding three additional patterns used to organize information. The first pattern and strategy are provided for you as an example.

Ways to Organize Information	
Organization Pattern	Planning Strategy
a. Describing	Make a web or diagram to help you organize descriptive details.
b.	
c.	
d.	

5

2. Select a consumer product that you know well. Suggestions:

- In-line skates
- Running shoes
- Video games
- A product of your choice

Product: _____

List four features that could be discussed in a consumer article about the product you have chosen.

Features:

- a. _____
- b. _____
- c. _____
- d. _____

5

3. Which one pattern of organizing information (from pp. 102-104) would you use for an article about this product? Explain why this pattern would interest consumers.

[illegible]

Assignment 7 and 8: Analyzing and Creating a Print Advertisement

Complete the following chart to gather ideas for an original ad you will create.

Planning My Original Ad	
Ad Effectiveness <ul style="list-style-type: none"> In your opinion, what features will make this an effective ad? Will the target audience be convinced to buy the product? Explain. 	
Target Audience <ul style="list-style-type: none"> Who is the intended target audience? Consider their age, gender, interests, and values or beliefs. 	
Art and Layout <ul style="list-style-type: none"> What images, models, logos, and/or symbols appear in the ad? Describe the people in the ad—their appearance and actions. How does the ad catch your attention? 	
Advertising Language (copy) <ul style="list-style-type: none"> What is the purpose of your copy? How does it appeal to the target audience? 	
Persuasive Techniques <ul style="list-style-type: none"> Which persuasive techniques will you use? What overall feeling or mood will your ad create? 	

Original Ad

Expectations for Plan and Original Ad

3-5	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> plans a creative and compelling print ad targets a specific audience using persuasive techniques combines art and copy creatively to attract the viewer's eye and persuade effectively 		<i>The student...</i> <ul style="list-style-type: none"> plans a print ad with limited purposefulness targets a vague audience combines art and copy with limited effectiveness

	Possible	Received
Plan for Ad	5	
Original Print Ad	10	
Total	15	

Final Section

Assignment 9: Journals

Write or attach the specified journal entries on the following pages.

Expectations for Journals

4-5	Proficient	0-3	Developing
	<i>The student...</i> <ul style="list-style-type: none"> • provides perceptive thoughts • includes clearly detailed content • establishes a definite purpose • maintains a confident voice • organizes ideas clearly 		<i>The student...</i> <ul style="list-style-type: none"> • lacks clear thought • provides inadequate content • lacks consistency in voice • fails to organize ideas

	Possible	Received
Journals	5	

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Assignment 10: Vocabulary Log

Define and provide a suitable synonym for the following words.

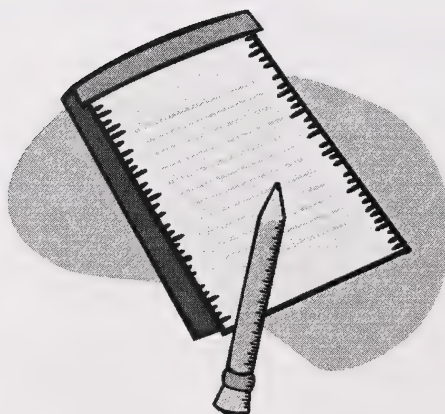
Vocabulary list word	Meaning	Synonym
diagnosis		
semblance		
eloquent		
coercive		
bizarre		
conceptualize		
absurdity		

Vocabulary list word	Meaning	Synonym
implicit		
manipulative		
opinionated		

Expectations for Vocabulary Log

3-5	Proficient	0-2	Developing
	<i>The student...</i> <ul style="list-style-type: none"> • provides definitions that are accurate and complete • provides appropriate synonyms 		<i>The student...</i> <ul style="list-style-type: none"> • provides definitions that are inaccurate or incomplete • provides inappropriate synonyms

	Possible	Received
Vocabulary Log	5	



Assignment 11: Mechanics Pit Stop

In this unit you learned how qualifying adverbs are sometimes misused and you studied the use of friendly, enticing, and emotional words in advertising language. Follow the directions below to demonstrate your understanding of these concepts.

1. Rewrite the sentences correcting the errors.

- a. There wasn't hardly any food left on my plate.

- b. I couldn't barely see because of the dust in the air during the windstorm.

- c. After the victory it was definitely a sure thing that the team would make the playoffs.

2. Ad Language (p. 42 in Student Booklet)

Examine the language used in the ads in “The Purpose is Persuasion” (*Crossroads*, pp. 127-130) and list examples of friendly or enticing language from each of these ads in the following chart. The first one is done for you as an example.

Print Ad	Friendly, enticing, or emotional language
Ford Ad	Names of relatives are listed (sister, mother, daughter, etc.) "we're asking you" "may affect someone that's close to you"
Canadian Helicopter Ad	
Costa Rica Ad	
Balance TM Ad	

Expectations for Mechanics Pit Stop

5	Excellent <i>The student...</i> <ul style="list-style-type: none"> • corrects sentences with precision • selects examples that are thoughtful and precise 	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none"> • corrects sentences with some accuracy • selects examples that are appropriate and done with some accuracy
4	Proficient <i>The student...</i> <ul style="list-style-type: none"> • corrects sentences with near complete accuracy • selects examples that are appropriate and correctly done 	0-2	Developing <i>The student...</i> <ul style="list-style-type: none"> • corrects sentences inaccurately • selects examples that are not appropriate, or incomplete

	Possible	Received
Mechanics Pit Stop	5	

You are ready to celebrate your achievements, and send your work for grading.
 You can proceed to *Unit 4: Media Influences-Shaping My Viewpoint (Electronic Media)*.

End of Response Booklet 3

